DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

Geographic News Bulletin

This bulletin is issued weekly by the Department of the Interior. The information in it is obtained from the NATIONAL GEOGRAPHIC SOCIETY, Washington, D. C.

CONTENTS FOR WEEK OF MARCH 21, 1921

1. Comenius: Picture Teaching Pioneer*
2. Places Where Comenius Lived, Taught and Worked*
3. Why Lighthouses Won't Stay Put
4. Rhodesia: A 1921 Land of Ophir
5. Saving the Elk

*Bulletins Nos. 1 and 2 may be used in connection with the observance in the schools of the birthday of Comenius, March 28, requested by the U. S. Commissioner of Education, as a tribute to the famous Czech educator.

Used by permission National Geographic Society, © 1921

A BEVY OF BRIDESMAIDS FROM MORAVIA, NATIVE LAND OF COMENIUS, WHICH IS NOW A PART OF CZECHOSLOVAKIA

The dowry of a Moravian peasant's daughter is often from five to twelve thousand dollars and her wedding festivities cost hundreds of dollars; yet she does not scorn to go barefooted around home or to work in the fields when help is scarce.

HOW TO OBTAIN THE BULLETIN

Teachers may apply individually for the Geographic News Bulletin; principals may apply for copies for teachers (not for individual pupils at present) and for their school libraries. Superintendents desiring copies for their entire teaching staff should correspond with the Bureau of Education, Washington, D. C., as to methods of sending in quantities.

Tear off along this line if desired

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

Geographic News Bulletin

This bulletin is issued weekly by the Department of the Interior. The information in it is obtained from the NATIONAL GEOGRAPHIC SOCIETY, Washington, D. C.

Comenius: Picture Teaching Pioneer

THE births of new nations usually mean the creation of new national heroes. In the new countries of Europe not only will the men who played parts in their liberation be honored in years to come, but the new nationalities already are planning to pay belated tribute to the outstanding figures of the periods of their oppression.

Take Czechoslovakia, a country which holds a particular interest for Americans, since its Declaration of Independence was written in a Washington, D. C., hotel, and condensed so it might be printed in full in a Boston newspaper, and its constitution embodies many features of our form of government.

School Teacher a National Hero

It may augur well for the future peace of Europe that Czechoslovakia has chosen to commemorate as one of its major holidays the birthday, not of a warrior, or even of a political leader, but of a school teacher. In perspective he looms as an educator; but it is well to remember that John Amos Comenius primarily was a teacher, who paved the way for better teaching in American schools of 1921 because he tried to do better teaching along about 1621.

In reading about him there also will be much about pansophic schools, and the intuitive method, and naturalistic conceptions of education. But if you would get a more vivid picture of the pioneer service of this forerunner of Rousseau, Frobel, Pestalozzi, and Montessori, try to picture your school today as a place where:

Pupils devoted nearly all their time to memorizing page after page of dreary texts,

All teaching had to be done through a foreign language (Latin),

No objects were studied and only abstract words were used,

Little was studied which related to the physical world, the child's environment, or his daily experience,

Nor was there any teaching of science, even of geography, nature study, animal and bird life,

None of the words, dealing largely with things the pupils never saw, was illustrated with pictures,

And kindergartens, physical exercise, play periods, and attention to hygiene were virtually unknown.

If you can imagine that kind of a school you will gain some conception of the schools in the time of Comenius, schools which he tried to improve in nearly all of the particulars mentioned.

Compiled First Picture Textbook

Most widely known, perhaps, of Comenius' books is the "Orbis Pictus," thought by some to have been the first children's picture book, and certainly the first application of pictures for school teaching, for visual instruction.

UMI

Herd-Cattle. XXVII. Pecora.

The *Bull*, 1. the *Cow*, 2. and the *Calf*, 3. are covered with hair.

The *Ram*, the *Weather*, 4. the *Ewe*, 5. and the *Lamb*, 6. bear wool.

Taurus, 1. *Vacca*, 2. & *Vitulus*, 3. teguntur pilis.

Aries, *Vervex*, 4. *Ovis*, 5. cum *Agno*, 6. gestant lanam.

REPRODUCTION OF A PAGE FROM THE "ORBIS PICTUS" OF COMENIUS, THE FIRST BOOK FOR CHILDREN CONTAINING PICTURES (See Bulletin No. 1)

QUAINT as the verbiage sounds to our modern ears, the reasons given by Comenius for using pictures in his textbook were precisely the same as those urged for visual instruction by present day educators. Comenius wrote, in the preface to his famous work:

"With such Book, and in such dress may (I hope)

"1. To entice witty children to it, that they may not conceit a torment to be in the school, but dainty fare. For it is apparent, that children (even from their infancy almost) are delighted with Pictures, and willingly please their eyes with these lights: And it will be very well worth the pains to have once brought it to pass, that scarecrows may be taken away out of Wisdom's Gardens.

"2. For the Senses (being the main guides of childhood, because therein the mind doth not as yet raise up itself to an abstracted contemplation of things) evermore seek their own objects, and if they be away, they grow dull, and wry themselves hither and thither out of a weariness of themselves; but when their objects are present, they grow merry, wax lively, and willingly suffer themselves to be fastened upon them, till the thing be sufficiently discerned. This Book then will do a good piece of service in taking (especially flickering) wits, and preparing them for deeper studies."

Tear off along this line if desired

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

Geographic News Bulletin

This bulletin is issued weekly by the Department of the Interior. The information in it is obtained from the NATIONAL GEOGRAPHIC SOCIETY, Washington, D. C.

Places Where Comenius Lived, Taught and Worked

THE U. S. Commissioner of Education has asked that the birthday of Comenius be observed in public schools of the United States on March 28, simultaneously with its commemoration in Czechoslovakia. G. W. A. Luckey has contributed the following biographical material concerning the famous Moravian educator, author of the first picture textbook and the first advocate of teaching science in the schools:

"John Amos Comenius (or Johann Amos Komensky) was born at Nivnitz, a market-place of Moravia, March 28, 1592. Later his father moved, with the family, to Ungarish-Brod, an adjoining town. Here the father, mother and three sisters died, leaving Comenius an orphan at twelve, in the care of an improvident aunt.

"After four years in the village school of Strassnitz, Moravia, he entered the Latin school of Prerau, Moravia. Being much older than his schoolfellows he became deeply interested in the inefficient methods of instructions.

Travel a Part of Education

"Two years later, March, 1611, Comenius entered the college (university) of Herborn in Nassau, Germany. He seems to have been influenced in going to the German university rather than the more renowned university of his own country at Prague, because at the time the Prague University was in the hands of the Utraquists, who were unfriendly to the Moravian Brothers. In the spring of 1613, according to the custom of European students, he visited Amsterdam and other cities of the Netherlands.

"In June, 1613, he entered Heidelberg University, where he remained for a year. Becoming short of funds he returned to Moravia on foot, and became the teacher of the elementary school in Prerau. Here he began the preparation of a Bohemian dictionary and wrote an elementary text on the teaching of Latin. At Herborn and Heidelberg he had become acquainted with Alsted, Ratke, and other educational reformers and was attracted by the writings of Ratke.

Henceforth a Teacher Without a Country

"After two years as rector of the school of Prerau, where he put in operation several reforms of teaching, he was called to the pastorate of the flourishing Moravian church of Fulnek, and appointed also to perform the duty of superintendent of schools of the town. Here he spent the three most tranquil years of his life. In 1621 the Spaniards sacked the town, pillaged his home, burned his library and manuscripts and drove him forth as an educational wanderer.

"The following year his wife and two children died. He, with other Moravian pastors, were befriended by Karl von Zerotin and sought refuge in the Bohemian mountains on the borders of Silesia. It was the beginning of the terrible Thirty Years' War, when whole countries were laid waste. It

UMI

The Latin school was the only school to be attended by the boy of Comenius' time who desired to enter upon so-called intellectual pursuits. Eight or more years were given to acquiring a usable knowledge of artificial Latin.

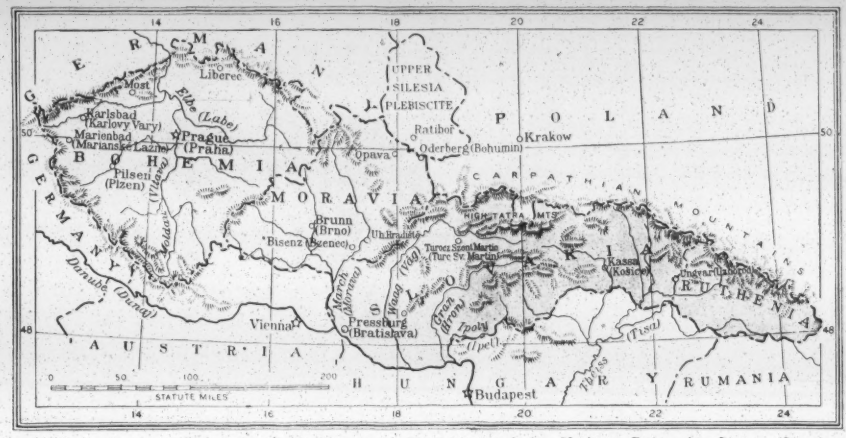
The "Orbis Pictus" was an effort to simplify and intensify the teaching of Latin. Its plan was to teach words through things, or the objects for which they stand. Plants, animals, people, occupations, and all sorts of ideas and activities that could be visualized—fire, air, water, earth, sky, wind, etc.—were illustrated and given in parallel columns in Latin and the vernacular. To resort to our own vernacular much of the effort toward visual instruction today might be described as an effort to "catch up with Comenius."

Most Popular School Book for a Century

The "Orbis Pictus" probably was the first children's picture book ever published and for more than 100 years the most popular school book in the world. Mothers used it in teaching their children, children wore out its pages studying the curious pictures. Its use was so great as to test the publishers' ingenuity in keeping up with the demand.

The first edition was made from copper plates and contained 175 cuts. There was a picture on nearly every page. The pictures were naturally very crude and many amazing and absurd, but it was the beginning of one of the greatest educational movements and as such deserves all praise. For the next 200 years the influence of "Orbis Pictus" can be traced through most of the textbooks for children.

Bulletin No. 1, March 21, 1921



Drawn by A. H. Bumstead. Used by permission National Geographic Society, © 1921

A MAP OF CZECHOSLOVAKIA WHOSE PLACE NAMES PRESENT SERIOUS PROBLEMS FOR THE STUDENT

MANY of this new republic's cities and rivers are known to American readers solely by their German names. But the Czechs are anxious to have the world know their towns by their geographical "maiden names," so all official Czechoslovak maps published in the home country designate Prague as Praha, Pressburg as Bratislava, Brunn as Brno, Marienbad as Marianske Lazne, Karlsbad as Karlovy Vary, Ungvar as Uzhorod, and Pilsen as Plzen. Even the familiar province name of Ruthenia becomes the difficult Podkarpatska Rus. From northwest to southeast, Czechoslovakia has a length of six hundred miles. When its canal system is completed it will have access to the North, Baltic, and Black Seas through the Elbe, Oder, and Danube rivers. The Oder, which is not shown on this map, is to be connected with the Danube by a canal running the width of Moravia and entering the latter river at Pressburg.

Of the people of Moravia, that portion of present day Czechoslovakia from which Comenius came, Dr. Edwin A. Grosvenor says:

"The Moravians, centered on the Morava, occupy a plateau of the size of Massachusetts, south of the Czechs and Slovaks, whom they much resemble. They were Christianized by Saint Methodius. In the ninth century their kingdom, which reached the Oder and the Drave, was overwhelmed by the Magyars.

"Disciples of John Huss founded the Moravian Brethren, long a religious force in Bohemia and Poland. Almost destroyed in the Thirty Years War, the few survivors took refuge in Saxony. Persecuted there, many emigrated to Georgia, in America. John Wesley came in contact with them, and their exemplary, persuasive influence resulted in his conversion and that of his brother Charles. They were the first to insist on the conversion of the heathen as the duty of the Church. Since then they have been foremost in missionary labors. In Moravia the Brethren have almost disappeared. Industrious, enterprising, intelligent, lovers of liberty, they were always restless under Austrian rule and deserve the freedom that now is theirs."

Tear off along this line if desired

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

Geographic News Bulletin

This bulletin is issued weekly by the Department of the Interior. The information in it is obtained from the NATIONAL GEOGRAPHIC SOCIETY, Washington, D. C.

Why Lighthouses Won't Stay Put

LONG agitation to save Barnegat Light from removal, and announcement that jetties will be built to preserve the historic beacon, give a hint of the extreme variability of coast lines and conditions.

"A survey of the coast of New Jersey shows strikingly the results that are wrought upon a shoreline by the wind and the waves," writes John Oliver LaGorce to the National Geographic Society.

"The beaches for the most part are being driven back by the sea, but the harbors, which were accessible to coasters quite within the memory of men now living, are being closed by the traveling drift, just as most of the mouths of the streams emptying into the ocean have been closed and salt-water marshes formed.

Famous Old Inlet Gone

"In a description of the Jersey coast, published in 1879, it was stated that, prior to the War of 1812, Old Cranberry Inlet was one of the best anchorages on the coast, and it afforded a safe harbor for American privateers on the lookout for British ships during the Revolution. It opened one night by the angry sea breaking across the beach, and during the last year of its existence as a harbor the whole channel drifted nearly a mile to the northward. Its closure, about 1812, caused so much inconvenience that, in 1821, one Michael Ortley attempted to cut a new inlet near the head of Barnegat Bay. With the assistance of others, it was finally finished; but the following morning, to the amazement of the voluntary workers, it had closed up again. Later another effort was made to effect the same thing lower down the bay. The cut was completed July 4, 1847, the work being done by several hundred men under Anthony Ivens, Jr. The water was let in, and the entire community sent forth its thanksgiving, but quite too soon, for it filled up almost as quickly as the Ortley cut, so relentlessly was the sea's war carried on.

"A survey at Atlantic City, in 1863, revealed the fact that in the course of but a few years the shore at Maine avenue had lost 76 acres. True, most of this material was deposited in the lee of the point extending from New Jersey to Ohio avenues, causing an advance of the beach lines at Pennsylvania avenue of about 1,000 feet and adding to this part of the plat some 56 acres, all in the brief space of a decade. This transfer of property from one riparian owner to another without consideration is not provided for in the statutes, but might properly be regarded as inequitable, especially to the original owner. However, no one has yet gone into court for an injunction against the sea for thus robbing Peter to pay Paul.

Save Land by Jetties

"When the lighthouse at Atlantic City was threatened, in 1878, the United States challenged the sea by the construction of a jetty at the head

UMI

brought about the forced wanderings of Comenius which would have crushed a less courageous spirit. He says: 'My whole life was merely the visit of a guest; I had no fatherland.'

Spent Twelve Years Improving One School

"The edict of 1627 put an end to further protection of the Moravian clergy by the nobles, and Comenius sought refuge in Poland, where he went forward with his writing and teachings. He was appointed at once director of the Moravian Brethren secondary school (gymnasium) in Lissa, Poland, and spent twelve years in reorganizing, grading, modernizing and improving the school.

"At Lissa he produced many of his best works: the Janua in 1631; the Great Didactic in 1632; the School of Infancy in 1633. His educational reforms were soon spread throughout Europe. In 1638 he was invited by Sweden to reform the schools of that kingdom, but he declined the call since he felt his work at Lissa was not finished. In 1641 he accepted a call to England to confer with Parliament concerning his Pansophia, or encyclopedia of universal knowledge, the purpose being to create pansophic colleges or places for the free interchange of the best human thought and experience. Owing to the disturbed conditions of the times the purpose of the call was not realized.

Called to Reorganize Sweden's Schools

"At this juncture came a second call from Sweden, a renewal of the call made four years before from the same country, to reorganize the school system of Sweden. Comenius left London for Nordköping, Sweden, in August, 1642. After a four days' conference with Lewis de Geer, a Dutch merchant who had promised him financial aid, Oxênstiern, chancellor of Sweden, and John Skyte, Chancellor of the University of Upsala, plans were entered into for Comenius to write textbooks for the immediate use of the schools of Sweden.

"For the next four years he took up his residence in Elbing, Prussia, and devoted his attention to writing textbooks in fulfillment of his contract. The calls that came were numerous and distracting. Comenius' reputation had spread far and wide and he was asked by many nations to aid in reforming their school systems.

"The years 1648 to 1650 were spent again at Lissa, Poland, where he held the office of bishop of the Moravian church, continued his writing and gave lectures to the teachers on education. In 1650 he accepted a call to reform the school system of Transylvania, Hungary, and took up his abode in Sarospatak, Hungary. Here he planned a pansophic school system consisting of seven grades and covering the whole range of education from the elementary grade through the university. The course was a hundred years in advance of his time and does not differ materially from the best classical courses of modern times.

Again Driven Out By Invasion

"In 1654 Comenius again returned to Lissa to resume his ecclesiastical labors, but the invasion of Poland and the burning of the city of Lissa by the Swedes drove Comenius from his home. He lost his property, liberty, unpublished manuscripts, and his pansophic work on which he had labored for nearly twenty years. He was granted an asylum in Amsterdam, Holland, and spent the remaining years of his busy life there in writing and teaching. He died in Amsterdam on the 15th of November, 1670, and was buried in Naarden, Holland, a small town on the Zuyder Zee, twelve miles east of Amsterdam. Here a monument was erected to his memory in 1892 by friends of education in Europe and America with an inscription, written in gold-letters on white marble slabs in Latin, Dutch, and Czech (Bohemian)."

Tear off along this line if desired

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

Geographic News Bulletin

This bulletin is issued weekly by the Department of the Interior. The information in it is obtained from the NATIONAL GEOGRAPHIC SOCIETY, Washington, D. C.

Rhodesia: A 1921 Land of Ophir

SUGGESTIONS by archeologists that Rhodesia may be the land of Ophir, mentioned in the Bible as a source of Solomon's riches, lends added interest to a region already attracting attention for its present-day resources. The act creating the important Union of South Africa, to the south, reserves the right to add Rhodesia to that dominion of the British Empire.

Writing to the National Geogaphic Society, R. D. Parsons describes some phases of Rhodesian life as follows:

"The wet season in Rhodesia begins in November and lasts until the first of June. All kinds of garden seeds and cereals are in the ground by Christmas and in January the first crop of millet is harvested. Great ceremonies attend both sowing and reaping. The dry season begins in June and lasts until the end of October. It is occupied with threshing, hoarding grain, storing wood and burning brush on seed beds for the sake of the wood ashes.

"No matter how hot the days are, the nights are cool and camp fires are needed. On the elevated table-lands or plateaus, the nights are very cold.

"Taxes are not onerous in Rhodesia, as each hut pays only three shillings a year, which is 72 cents, or a rate of six cents per month.

May Help Light Egypt

"The Zambezi river, which forms the southern boundary of North Rhodesia, is spanned at Livingstone, just below the Victoria Falls, by an American made cantilever bridge bearing the Cape to Cairo railroad. As the water plunges 400 feet, the electrical energy to be developed is incalculable. It is proposed to carry the wires on steel 'poles' fashioned like oil derricks, to the Kimberley mines, Johannesburg, Pretoria and around to Cape Town, on the one hand, and up through Khartum and the Nile valley. Even the pyramids may be decorated with lights made to glow by current from these mighty falls.

"In a country like Rhodesia, where there are no roads, either good, bad or indifferent, getting about is no fun. All the British officials have 'bikes,' but they are more ornamental than useful, so they use the 'machilla' which, to quote them, is an invention of the devil. It consists of a long pole with two natives at each end. Midway hangs the hammock for the 'broana,' alias the English victim, whose back is lacerated by bushes and stumps and his body more or less submerged when going across a river. The bearers keep up a chant that sounds like the wail of lost spirits, and it never occurs to them that the passenger is not as happy as if in a Pullman chair car.

Memorize Anything; Understand Little

"Some of these African tribes have alert, active minds. They can commit to memory page after page of a textbook, but the trouble is they do not

UMI

of Atlantic avenue. Thus was inaugurated a series of defensive works, which have been continued from time to time by individuals, so that 82 additional acres have been reclaimed from the sea to the great benefit of the city, as well as to that of the riparian owners, but they had to fight hard for every inch.

"The changes in the coastline seem partial to no particular locality. At Ocean Grove, New Jersey, and at Point Pleasant investigation shows traces of tidemarks in places fully a mile inland. At Absecon houses now stand at a point that was low tide in 1850, while Sandy Hook is now nearly 1¼ miles northwest of its stated position in 1764, when the lighthouse there was built.

"The shifting of the sands of the seashore very often involves prolonged court proceedings. In 1885 the counties of Atlantic and Burlington of New Jersey entered into an expensive litigation concerning the boundary between them. There was a dispute as to one of the corners of this boundary. It was stated to be, in the original survey, 'the next inlet in the south side of Little Egg Harbor's most southerly inlet, and thence along the seacoast to the line of partition between east and west Jersey.' But it could not be found in its original home when they went to look for it, thus bringing up to date the ancient saying about a rope of sand."

Bulletin No. 3, March 21, 1921

LIGHTHOUSE ON ROCKY BEACH—AN OBSERVATION POST ON THE FIRING LINE

The sea makes a desperate attempt to gain a foothold near Portland Head Light, Cape Elizabeth, Maine, but with little success.

Tear off along this line if desired

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

Geographic News Bulletin

This bulletin is issued weekly by the Department of the Interior. The information in it is obtained from the NATIONAL GEOGRAPHIC SOCIETY, Washington, D. C.

Saving the Elk

A CHECK-UP of the elk in Yellowstone National Park, last stronghold of these largest members of the deer family, shows a discouragingly small number there, and it is now feared that many more have perished than had been thought.

The elk's existence depends upon his freedom to wander from the highland snows to the shelter and forage of the valleys below. Early blizzards drive him outside the protection of the national reservation into the midst of the open season for hunting in the two adjacent States.

The southern herds follow the rivers, which flow out of Yellowstone in all directions, to the famous Jackson Hole country, once the haunt of bandits and cattle thieves, where human life now is safe, but where this selfsame influx of civilization spells death for the elk. The northern herds, when driven by snowstorms, usually descend into the Montana borderlands, where settlements have flung a barrier for wild animals across the edge of the park.

Decimated By Hunters and Starvation

Wholesale shooting of the elk has been the first consequence in the past. Much of this shooting, according to reports received in Washington, does little credit to sportsmanship. Some marksmen have not troubled to follow and capture animals they have wounded. Their sheltered life in the national reservation has made the elk tame, and they wander into many a backyard to find unexpected enemies.

But this shooting does not mark the climax of the tragedy. As noted, the settlements have cut off the grazing lands. There is some provision for the southern herds, though woefully inadequate, but practically none for the northern herds.

Many of the Animals Have Starved

The protection afforded the elk which stray into Wyoming is that of the State game preserves, known as the Hoodoo, Shoshone and Teton. Further protection is that afforded in a limited way by the Winter Elk Refuge at Jackson, Wyoming, founded by the Biological Survey. There hay is raised for feeding the elk, but some seasons far from enough has been on hand for the feeding of the thousands forced out of the park, and even out of the reservations, by the early winter.

In ordinary and mild winters such as the present one the animals remain in the park; in more severe winters, when the cold and snows come late, the preserves and the refuge have taken care of many of them.

Elk Once Rivaled Buffalo

Once the elk was the widest ranger among American hoofed game animals. From Canada to points near what now is the Mexican border, and from the eastern seaboard to the Pacific coast, the elk, like the buffalo, made

UMI

comprehend the meaning. They learn telegraphy, typewriting, the manual of arms, etc., with wonderful rapidity and as nothing is more dear to the African heart than ceremony, they go into ecstacies over parades and the morning and evening flag tactics.

"Every effort is made to teach the natives to be self-supporting, to value time, to till the crops in the best manner, and to avoid family disputes.

"Let the Missionary Do It" Their Motto

"The native commissioners have a thousand and one varieties of quarrels to settle and receive considerable assistance from the headmen and chiefs of each tribe, but little or no effort is made to combat superstition. That task is left to the missionaries.

"In most of the tribes are to be found skilful artificers. Show them a piece of imported furniture and they will exactly duplicate it. They weave bark fabrics of every kind and manufacture musical instruments, keyed, string, wind and percussion.

"Wherever suitable clay is found, they make pottery, tiles and brick. Almost every English official has a picturesque residence of brick with tile roof, surrounded by beautiful gardens.

"When Rhodesia gets proper transportation facilities, it will supply the British empire with cereals, cotton, tobacco, rubber, cattle, nuts and fruits."

itself perfectly at home at sea level or atop the timberline of mountain peaks. But it did so by moving with the change of season, rather than by adapting itself to its environment, and burrowing through the snow, as its cousin, the buffalo, is more willing to do.

Bulletin No. 5, March 21, 1921

Photograph by J. F. Langhans. Used by permission National Geographic Society, © 1921

A RADIANT HUMAN RAINBOW FROM MORAVIA (See Bulletin Nos. 1 and 2)